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ABSTRACT

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in junior high schools in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the junior high grades are organized as seven management tasks, as follows: (1) clarification of a self-concept; (2) assumption of responsibility for career planning; (3) formulation of tentative career goals; (4) acquiring knowledge of occupations and work settings; (5) acquiring knowledge of educational and vocational resources; (6) awareness of decision-making process; and (7) acquiring a sense of independence. Each management task contains several performance objectives (e.g., "describes how the expectations of others affect one's career plans"), further refined into enabling objectives (learning activities) such as "describe resources available to one within the school for occupational information." The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

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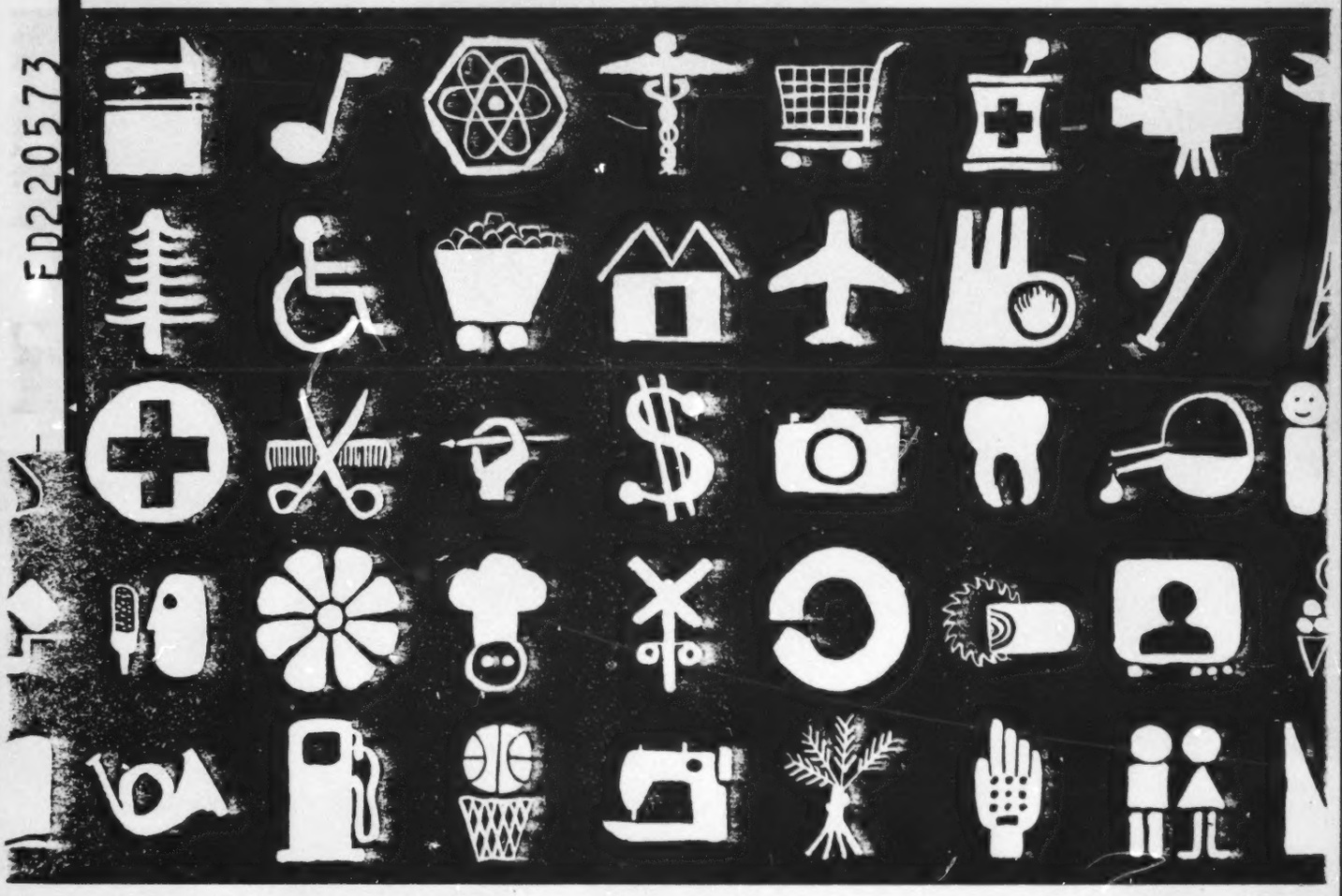
Career Education



Some Essential Learner Outcomes

Junior High Grades 7, 8, 9

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MT 1: CLARIFICATION OF A SELF CONCEPT

PO#1 Describes the relevance of one's aptitudes and abilities for broad occupational areas.
- EO#1 Identifies one's abilities and lists occupations in which they could be utilized.
- EO#2 Selects broad occupational areas and identifies abilities required in each area.
- EO#3 Describes how several of one's abilities could be utilized in an occupation.
- EO#4 Describes how one could develop one's aptitudes for use in several occupations.

PO#2 Describes own values as they relate to occupations, work situations and personal work behavior.
- EO#1 Lists values which are congruent and incongruent with one's preferred occupations.
- EO#2 Describes how one's social roles are influenced by the work one does and how well one does it.
- EO#3 Identifies one's personal values by participating in activities which make one aware of self.
- EO#4 Identifies compromises a man or woman may have to make in choosing to pursue an occupation.
- EO#5 Identifies ways in which one performs work roles at home that satisfy needs of the family.

PO#3 Demonstrates sensitivity to the needs of co-workers and supervisors and describes how one is a significant person in the satisfaction of these needs.
- EO#1 Describes ways in which one's behavior at school and at home affects one's immediate family.
- EO#2 Identifies requirements of students and teachers in several situations and describes how one meets those requirements.
- EO#3 Identifies ways in which one's behavior in a preferred occupation could help one's co-workers and supervisors, and ways in which it could hinder them.

PO#4 Predicts and gives supporting evidence for the likelihood of one's achieving one's occupational goals.
- EO#1 Describes physical, mental, social and financial requirements for reaching one's occupational goals.
- EO#2 Identifies self-characteristics which may help or hinder achievement of one's occupational goals.
- EO#3 Identifies societal barriers which may hinder achievement of one's occupational goals.
- EO#4 Identifies ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation, and talent.

MT 2: ASSUMPTION OF RESPONSIBILITY FOR CAREER PLANNING

PO#1 Describes how the management of personal resources (talents, time, money) affects one's way of life and achievement of life goals.
- EO#1 Identifies one's actual and potential personal resources.
- EO#2 Describes one's present life goals and relates one's personal resources to these goals.
- EO#3 Identifies several different ways of managing one's personal resources which may lead to achievement of one's life goals.
- EO#4 Relates personal abilities, energies, goals, motivations, tastes, and circumstances to a variety of life patterns.

PO#2 Demonstrates a commitment to the idea that one should have a plan for one's educational-vocational life.
- EO#1 Identifies various sources of educational-vocational information and describes their relevance for one's life.
- EO#2 Formulates a tentative plan for one's educational-vocational life based upon sound information and selective use of resources.
- EO#3 Describes implications of a tentative plan for other aspects of life (marriage, family, leisure, community, etc.).

PO#3 Plans current school experience so that it fits into the pursuit of one's tentative and broad occupational goals.
- EO#1 Identifies academic courses whose completion may aid in the achievement of broad occupational goals.
- EO#2 Describes how one's behavior in both academic and nonacademic aspects of the school experience can affect achievement of tentative occupational goals.
- EO#3 Describes vocational and avocational implications of subjects one is taking.
- EO#4 Acquires experience in a variety of tasks, including those typically stereotyped by one's sex.

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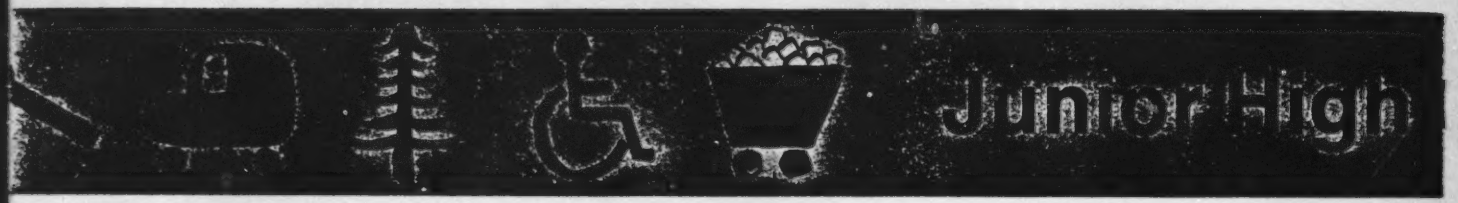


MT 3: FORMULATION OF TENTATIVE CAREER GOALS

PO#1 Identifies personal needs and sources of satisfaction which one should consider in planning a career.
- EO#1 Describes the relevance of one's interests for broad occupational areas.
- EO#2 Identifies those factors which will be significant for oneself in the planning of a career.
- EO#3 Identifies from a variety of life styles those which at present appear to be most compatible with the kind of person one sees oneself to be.
- EO#4 Identifies personal goals or values which might be satisfied through a combination of work, community, social, and family roles.

PO#2 Formulates a tentative educational and training plan to prepare oneself for a given occupational field or preferred vocation.
- EO#1 Identifies an occupational field or preferred vocation and delineates steps necessary for entrance to that field or vocation.
- EO#2 Identifies and seeks information about alternative occupations for which training, experience and interest requirements are sufficiently similar to those of preferred occupations that they may serve as alternative career possibilities.
- EO#3 Considers how education and training relate to other life goals.

MT 4: ACQUIRING KNOWLEDGE OF OCCUPATIONS AND WORK SETTINGS

PO#1 Increase the range of occupations of which one has knowledge and examines their functions and requirements.
- EO#1 Makes occupational observations in various work settings as an essential part of one's introduction to and exploration into the work culture.
- EO#2 Identifies the multiplicity of interests that may be satisfied in two or more broad occupational areas.
- EO#3 Identifies occupations which have been created in the last decade to help solve society's problems.
- EO#4 Identifies occupational areas increasingly open to both women and men.

PO#2 Gathers information concerning the factors necessary for success on the job.
- EO#1 Debates the benefits of conforming behavior as opposed to individual initiative within the work organization.
- EO#2 Identifies various sources of information on job success and describes how one can utilize them.
- EO#3 Identifies social, political, economic and educational factors which may affect success in one's preferred occupations.
- EO#4 Identifies discriminatory practices in employment which may affect success in preferred occupations.

PO#3 Describes those factors beyond one's control which operate within the modern work world to stimulate or retard vocational opportunities.
- EO#1 Identifies events of international significance which affect vocational opportunities (wars, human rights movements, recessions, depressions).
- EO#2 Describes the extent to which business and unions operate either on the basis of private interest or social responsibility.
- EO#3 Describes sex stereotypes which may limit the opportunities for women and men in certain occupations.
- EO#4 Describes special problems of minorities and women in relation to power and authority.

earner Outcomes

Grades 7, 8, 9

MT 5: ACQUIRING KNOWLEDGE OF EDUCATIONAL AND VOCATIONAL RESOURCES

PO#1 Identifies and utilizes those resources available for gathering information about occupational characteristics.
- EO#1 Describes resources available to one within the school for occupational information.
- EO#2 Lists community resources for educational and occupational information and describes how one can utilize them.
- EO#3 Identifies individuals in nontraditional occupations or work roles who might be an information resource or role model.

PO#2 Identifies and utilizes appropriate criteria for evaluating occupational information.
- EO#1 Describes occupational resources available to one in terms of their accuracy, recency, and completeness.
- EO#2 Identifies factors which may contribute to misinformation about occupations (occupational stereotypes, societal status rankings, incomplete research, outdated facts).
- EO#3 Identifies attitudes of adults (parents, teachers, counselors, relatives, etc.) which influence occupational opportunity.

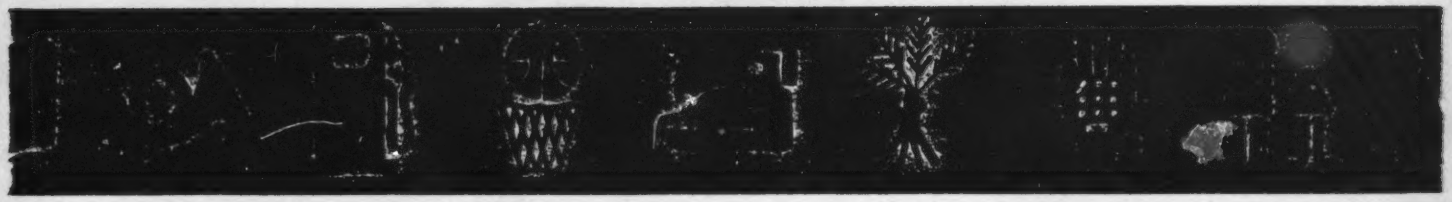
PO#3 Studies relationship between education and occupation.
- EO#1 Describes a strategy for career decision-making.
- EO#2 Identifies possible consequences of decisions facing one regarding senior high program.
- EO#3 Identifies kind and amount of training needed for preferred occupational areas.

MT 6: AWARENESS OF DECISION-MAKING PROCESSES

PO#1 Describes one's current life context as it relates to career decisions.
- EO#1 Constructs a definition of a value and describes the valuing process.
- EO#2 Identifies personal values, personal and family aspirations and family background factors which may influence one's vocational decisions.
- EO#3 Identifies the vocational and educational options available to one and describes their feasibility.
- EO#4 Projects those factors which may inhibit or deter one's educational or vocational progress.

PO#2 Describes how the expectations of others affect one's career plans.
- EO#1 Identifies significant others in one's life and lists expectations they have of him or her.
- EO#2 Describes how one's present behavior is affected by the expectations of others.
- EO#3 Identifies ways in which one's career behavior affects the lives of those around one (parents, spouse, etc.).

PO#3 Projects decisions one will face in the future and describes means of facing them.
- EO#1 Identifies decisions one must make prior to entering an occupation and lists options available to one.
- EO#2 Identifies several ethical questions which confront workers in one's preferred occupation(s) and describes the ways in which these people have formed acceptable solutions.
- EO#3 Identifies ways in which decisions about work are related to other major life decisions.



MT 7: ACQUIRING A SENSE OF INDEPENDENCE

GUIDE:
MT - MANAGEMENT TASK
PO - PERFORMANCE OBJECTIVE
EO - ENABLING OBJECTIVE

PO#1 Identifies those characteristics which make one a unique individual.
- EO#1 Describes one's physical, mental and social abilities and aptitudes.
- EO#2 Identifies a wide range of social organizations and describes one's own potential as a contributing member of each.
- EO#3 Identifies personal needs and values in relation to unique occupational preferences.

PO#2 Selects from the advice given by significant others that which one can utilize in planning a career.
- EO#1 Identifies factors which affect the advice given by others (their own needs, misinformation).
- EO#2 Describes similarities and differences between one's own needs and abilities and the needs and abilities of those giving one advice.
- EO#3 Identifies possible conflicts in selecting occupational goals different from the expectations of significant others.
- EO#4 Ranks own goal priorities in relation to goals of significant others for one.

PO#3 Demonstrates an ability to evaluate and cope with varying expectations so that one may satisfactorily perform in a given work situation.
- EO#1 Describes the motivations of supervisors and co-workers in the work environment who may hold varying expectations regarding one's present work performance.
- EO#2 Ranks varying expectations according to their importance in successful completion of the work task and according to their importance in making the work situation a pleasant one.

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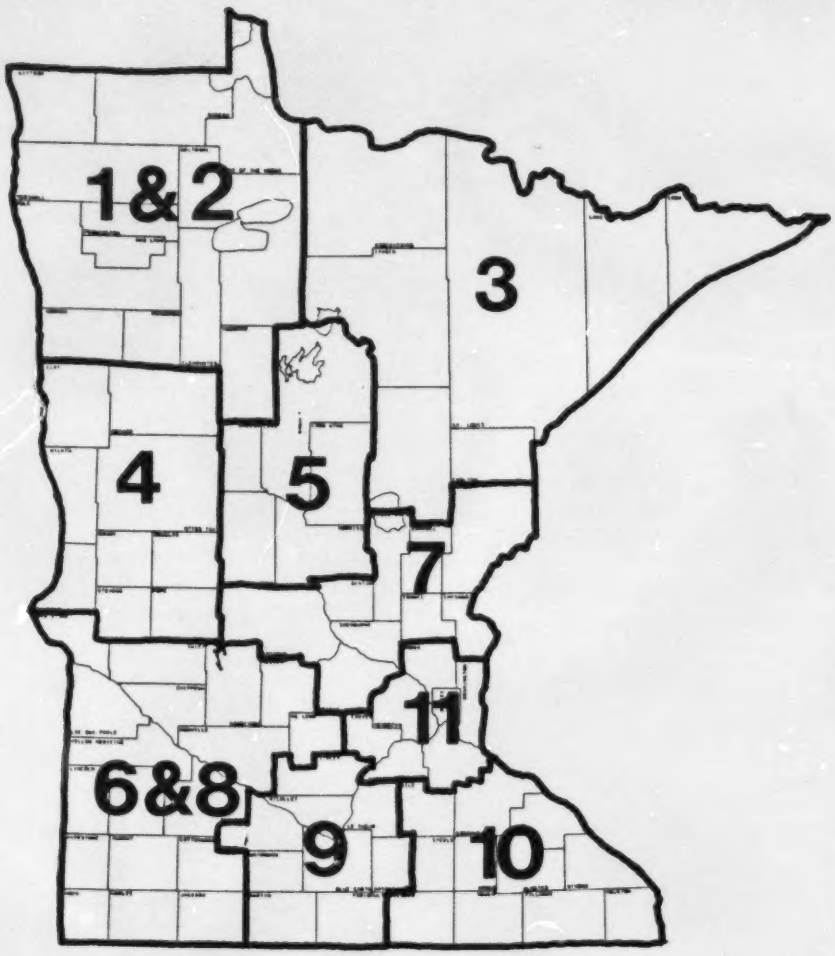
Capitol Square, 550 Cedar Street
Saint Paul, Minnesota

March, 1981

Educational Cooperative Service Units (ECSUs)



Regions 1 & 2, Northwest ECSU
Box 160
Thief River Falls, MN 56701
(218) 681-2700 Ext. 353

Region 3, Northeast ECSU
Box 647 Hat Trick Avenue
U.S. Hockey Hall of Fame
Eveleth, MN 55734
(218) 744-1175

Region 4, West Central ECSU
120 So. Vine St.
Fergus Falls, MN 56537
(218) 739-3273

Region 5, ECSU 5
102 NE 6th Street
Staples, MN 56479
(218) 894-1930

Regions 6 & 8, Southwest & West Central ECSU
Southwest State University
Marshall, MN 56258
(507) 537-1481

Region 7, Central ECSU
Education Building
St. Cloud State University
St. Cloud, MN 56301
(612) 255-3236

Region 9, South Central ECSU
Room 209 Pierce Plaza
360 Pierce Avenue
North Mankato, MN 56001
(507) 389-1425

Region 10, Southeast ECSU
5930 Bandel Rd.
Rochester, MN 55901
(507) 288-1282

Region 11, Metropolitan ECSU
3602 Highcrest Road N.E.
Mpls., MN 55418
(612) 781-5051

Minnesota Career Education Incentive Program

A study was undertaken by the Minnesota Department of Education in December 1978. Its purpose was to determine what Minnesota high school seniors perceive their guidance needs to be, and how well they are satisfied with the degree to which those needs have been met. The instrument used to assess the needs was the American College Testing's "River City High School Guidance Services Needs Assessment Survey". The survey measured student response on 67 need items, which were then divided into 18 need categories for manageable reference:

1. Understanding and Accepting Self
2. Developing Responsibility for Self
3. Understanding Others
4. Being Understood by Others
5. Relating to Others
6. Clarifying Values
7. Assessing Self
8. Understanding Sexual Identity
9. Understanding Other Students' Identities
10. Making Decisions
11. Developing Career Awareness
12. Exploring Careers
13. Selecting Courses and Making Educational Plans
14. Making Plans Beyond Graduation
15. Planning Careers
16. Finding Jobs and Careers
17. Understanding the Guidance Program
18. Basic Skills

The Sample

The total sample consisted of 10% of the seniors from half of the schools within each of Minnesota's eleven planning regions (see map). The return was about 80%, yielding a total sample of 3,130 students, or 4.4% of the senior class population in the state. The resulting data were studied by region, by sex and by size of school.

Outcomes

A need index and a (dis)satisfaction index were computed for each need item and category. These two variables were used together to determine the priority of need items and categories. The following results were obtained:

* The top three priority categories for the total sample were **Exploring Careers, Making Plans Beyond Graduation** and **Finding Jobs and Careers.** The same three categories were top priority for all subsamples: region, sex and size of school.
* **Planning Careers** was a low priority category among students, indicating a lack of awareness that career search needs to be an active process of research, not merely a passive exposure to a number of jobs.
* Categories of moderate priority to students were **Assessing Self, Developing Career Awareness** and to a lesser degree, **Understanding the Guidance System.**
* There was virtually no difference between the expressed guidance needs of the young women and those of the young men.
* The need "to know more about financial aid for continuing education beyond graduation" was the single highest ranking need item in the study.
* "To do an in-depth exploration of jobs which relate to my interests and abilities" was the need item for which students registered the highest degree of dissatisfaction.
* **Although Basic Skills showed up as a low priority category** among students, the item "to read faster" (from the **Basic Skills** category) was a top priority by itself.

In July 1979, Minnesota received $333,735 to meet some of these needs. These monies constituted the first year funding of a five year program called the Career Education Incentive Act (PL95-207). The legislation was designed for:

* making education a preparation for work;
* relating work roles to other life roles and choices (such as family life);
* increasing emphasis on career awareness, exploration, decision making and planning;
* doing the above in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping on account of race, sex, age, economic status or handicap.

The Career Education Incentive Act states that 5% of its funds may be used for State administration, 10% for State leadership with the remainder to be used as flow-through. It further states the 15% of the flow-through money must be used for career guidance and counseling activities.

Because of the limited funds available, the Minnesota Career Education Task Force recommended that funds be allocated to the Educational Cooperative Service Unit (ECSU) in each planning region (see map) to serve the needs of the schools in that area. Each ECSU is eligible to receive an equal proportional amount, with the Metro ECSU and the Southwest ECSU counting as two because they each serve two planning regions.

First priority for funding was given to ECSU proposals. All ECSUs chose to participate in the program. Criteria for funding was based on the plan's identification of regional career education needs and how the plan proposed to meet those needs. The legislation states that criteria must also consider the availability of ECSU services to all schools, public and non-public, regardless of whether the schools are members of an ECSU. Each ECSU plan must also specify activities designed to reduce or eliminate bias and stereotyping.

Local districts who desire to be involved in the program should contact their ECSU for more information. Please address correspondence with with attention: **Career Education.**

SELOs — What Are They?

SELOs are a series of documents published by the Minnesota State Department of Education. They contain selected samples of knowledge statements considered as some essential learning outcomes for students in each of the subject matter areas taught in schools. These samples were chosen by groups of Minnesota educators in each discipline.

How Can SELOs be Used

Districts. Districts are charged to meet the requirements of Minnesota law in Chapter 271 which requires planning, evaluating and reporting to the public. The SELOs will be helpful to districts as they look at their educational plan.

Districts differ in whether they already have established goals and objectives, would like to develop their own goals and objectives, or are looking for some ready-made goals and objectives to adopt. SELOs may be useful in all three situations. Districts may want to review their established goals in the light of these documents. They may use the documents as a springboard for developing goals that are suitable for their own community. They may take parts of some, or all of, the existing documents for their own goals.

The SELO documents will help districts to analyze the scope and sequence of their program across all content areas. They will provide a means to look at curriculum across the K–12 program.

Elementary Level. SELOs can be used in the elementary school to review the curriculum offerings in all content areas and to select from this vast array of goals those that realistically can be chosen for students in the K–6 program. The elementary staff can give attention to providing a balanced program that encompasses all of career education.

Elementary staff can use SELOs to determine whether they have a sequential development of learnings within their elementary curriculum.

SELOs can be compared with the goals of the commercial materials in use in the school to look for commonalities, gaps or differences in emphasis.

Secondary Level. SELOs may be used by chairpersons and committees within the secondary school to help review the comprehensiveness of the school program. They can also be used among the chairpersons and faculty as a base for establishing interdisciplinary dimensions in the curriculum. It is also desirable to view career education in its vertical dimension by looking at what is emphasized at each level.

SELOs can be used to identify what is essential to be learned in each management task, as well as to describe manageable parameters of the secondary school program offerings that should be available to students.

Classrooms. Teachers can make use of SELOs to review classroom goals for students, to review how student progress is reported to parents, whether there is a comprehensive approach to career education, whether there is sufficient depth in meeting the individual needs of some learners, and whether there is sufficient flexibility in adapting program goals to learners who are not yet able to handle the goals established for the group.

Minnesota's Career Education Plan

Nine Student Outcome Goals:

1. Awareness and understanding of one's values, interests, aptitudes, rights and responsibilities as these are related to careers.
2. Interest and achievement in the educational program emphasizing communications and basic skill areas.
3. Understanding of the relationship between what is learned in school and its relevance to the world of work.
4. Understanding of the world of work and its impact on the individual and society.
5. Decision making skills related to assessing, planning, implementing and evaluating career choices.
6. Work entry level skills upon exiting formal educational program.
7. Recognition of the need for continual learning as it relates to life-pattern changes in a changing society and environment.
8. Appreciation for healthful living and leisure time pursuits as contributors to self-realization.
9. Understanding of, appreciation for, and development of family life skills.

Although a comprehensive, state-wide program for career education may help to decrease unemployment over time, the purpose of this effort is not directly to increase employment in Minnesota. Nor is it to serve the human power needs of business and industry in this state, although again this may be a side effect. The Career Education Plan addresses quality of life in Minnesota. Its aim is to ensure that every student shall have the opportunity to develop her/his career with the greatest possible awareness of self, world, work and of the variety of educational resources which one may utilize to prepare for that career. More specifically, the Career Education Plan assists school districts in making education at all levels relevant to work values and to life roles and choices such as family, leisure and community involvement. The Plan's major goal is to help those who teach and those who learn to increase the emphasis they place on career development, exploration, decision making and life planning, and to do it in a way that will eliminate bias and stereotyping in terms of race, sex, age, economic status and handicap in such activities.

An examination of the nine student outcome goals and the management tasks on the reverse side of this poster reveals that there is considerable overlap between career education and other aspects of school — especially the developmental components found in the areas of guidance, social studies, drug education and human relations. Coordination of curriculum and other interventions is necessary in order to maximize student benefits and to reduce duplication of efforts.

If career education is to be truly comprehensive it cannot be left solely as a responsibility for educators. The entire community needs to be drawn upon in order to give students wide-range career exposure. Business, labor and service organizations have recognized the value of becoming involved in career education in the schools. Explorer Scouts, 4H, service groups, parents, National Alliance of Business, NAACP, Business and Professional Women, National Organization for Women, Vocational Rehabilitation Division are a few of many resources which have been tapped for career education.